


1949

Designing a Well-rounded Social Program for a Small College Campus to Meet the Social Needs of All Student Participants.

Virginia Evans Johnson
Central Washington University

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DESIGNING A WELL-ROUNDED SOCIAL PROGRAM
FOR A SMALL COLLEGE CAMPUS
TO MEET THE SOCIAL NEEDS OF ALL
STUDENT PARTICIPANTS

by

Virginia Evans Johnson

A thesis submitted in partial fulfillment of the requirements for the
degree of Master of Education, in the Graduate School of the
Central Washington College of Education

July, 1949

ACKNOWLEDGMENTS

In the planning and development of this project, the writer is indebted to many students and to the head of the Department of Student Personnel and Placement, Dr. E. E. Samuelson. Student social commissioners have contributed information and assistance. Class officers of social events have provided first hand information and assistance in valuable "post mortems" of social planning and student execution. Committee workers have given generously of their time and effort in helping to trace and contact the chosen sophomores and freshmen for the survey. Those donating their time were interested in the survey and the improvement of the social program at Central Washington College of Education for the ensuing year, 1949-50. They were: Zoe Starkweather, Frank Wessel, Bill Boyd, Peggy Chestnut, and Bill Anderson. Gratitude is due, too, to the students themselves who so graciously came in to be interviewed concerning their activities and their social problems. These are the many who have been helpful.

Especial thanks is due to Dr. Charles Saale, head of the Department of Education who obtained the assistantship for the writer as well as being a friendly critic.

V. E. J.

FOREWORD

Dr. E. E. Samuelson of the Central Washington College of Education is deeply interested in developing a functionally well-rounded social program for the ever swelling enrollment at the college. He is sensitive, not only to the students' needs, but also to the lack of facilities due to the rapid growth of enrollment and curtailed legislative expenditures. Realizing the writer to be enrolled in the graduate school for the degree of Master of Education in preparation for becoming a Dean of Women, he has made it possible for her to launch the following project.

It is the author's hope that student activities will be accorded the intelligent planning, staff time, and financial support which their importance in the college whole so clearly merits. Social activities on the campus can be so conceived and so carried on as to be real life laboratory situations in which students have purposeful and responsible doing.

This report points up the student needs and problems at Central Washington College of Education. It is focused on the urgency of according more than lip-service to educating all of the students at C. W. C. E. for social freedom; freedom to compete, join, and promote; freedom to work and plan with others in becoming well-rounded, socially adjusted individuals.

V. E. J.

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I

PURPOSES AND TECHNIQUES OF THIS STUDY

Origin of the Project

In the last decade a number of investigations have been made on the social adjustments of students to college life. Most of these have attempted to point out the fact that Democracy is a living language of social behavior and that the job of American Education is to teach it.

Central Washington College of Education might be defined with other colleges as being a student-faculty laboratory of real life patterns to which individuals conform as members. It is an evolving institution in which all participants are seeking for enduring socially acceptable and individually gratifying satisfactions.

The social program exists as an instrument for satisfying definite human needs. It provides a way for more intense and beneficial comradeship—an implement to every student's craving for intimate group recognitions. The stability of the program is based upon the community of interests shared by all who are inclined to participate. Assumption of responsibility contributes to the maturity of the student. The program hopes to transmit a cultural heritage to the oncoming groups—the passing on of norms of conduct which might be compelling because they have been supplied by the prestige of the past.

The Purposes of This Study

The purposes of this study are: to endeavor, as many other similar studies have done, to point up and emphasize certain key concepts and ideas regarding the social life on a small college campus; to recognize existing problems; to give the students' reactions to these problems and their proposed ways of solving them; finally, to find the needs of the students not reached by the existing program and to plan ways of implanting these in the social whole.

Other Philosophies Germane to This Program

If an existing program meets the needs of its students today, it "follows as the night the day"--it is democracy lived in the present. Its students are learning by doing. It has as its goal to include only those social activities that afford its students experiences essential to democratic living! Finally, it attaches importance to the interests of its participating groups in so far as they lend to the culturally productive pattern of the social whole. It assures the individual that the social group will be able to supply his own needs. It provides means for deflecting his aggressiveness from group members to better forms of camaraderie--framed in such a way as to make all social experiences the most worthwhile for every social participant. It recognizes the fact that it does not become a success until the whole student body is actively concerned. This is likewise true of the faculty. Students and faculty both know there is no moral growth

without the assumption of definite social responsibilities. A constructive policy for the social program is then demanded. How shall it be developed and by whom?

It is fitting that the activity program should suit the college for which it is uniquely designed. It should be formulated from tested results of trial and error. It should be the outcome of combined student-faculty efforts for

...if faculty members have the wisdom that is reputed to come sometimes with age, then student guidance in democratic living will be one of their primary responsibilities.¹

Some of the youth at C. W. C. E. express their desire for faculty aid when they say: "It seems that we need more wise, skillful faculty understanding and guidance in our present policies."

The colleges may have a more highly selected body of students, it is true, but it is a selection not necessarily based on demonstrated ability in democratic living or social leadership. Guidance is a faculty responsibility. The college which is devoted to democratic ideals cannot shirk this responsibility.

College leaders in recent years are becoming alert in developing a constructive policy for the college's social activities--a policy with definitely defined purposes--the values of which become apparent only from extended trial by each student and faculty member concerned.²

This does not mean that there will be no mistakes. There will be many of them which, when taken in stride, will promote growth and

1. Fretwell, Elbert K., "Foreword," Campus Activities, Hand, Harold C., New York: McGraw-Hill Book Co., Inc., 1938, p. xiv

2. Ibid., p. xiii

learning toward effective social doing. To sum it up briefly, the social program provides a testing ground for the philosophies germane to the college institution and furnishes to the interested participants a measuring rod of their achievements--the mechanisms of daily social experiences which indoctrinate college youth.

The General Plan of the Project

The general plan of the project is to study all college activities at C. W. C. E., those that are typically social and those that impinge upon social life on the campus, in hopes of discovering the students' own conception and evaluation of their social program.

All information is tabulated from data obtained from the students by the use of a printed questionnaire presented to each one during a personal interview.

Outline of the Project

I. Statement of the Problem

To develop a small campus social program which grows out of the needs of the students themselves and which purports to afford them maximum opportunity for social development.

II. Objectives

- A. To rank the purposes of the social program according to the students' own answers on a five-point rating scale.
- B. To list those purposes which the students of C. W. C. E. rate as needing improvement on the campus.
- C. To determine the percentage of participation by classes and sexes in the social program.

- D. To discover additional activities desired by the students themselves.
- E. To set up frequency tabulations of the student problems listing them in order of intensity.
- F. To offer student solutions for the listed problems.
- G. Finally, to prepare proposed recommendations for the betterment of the social program at C. W. C. E. for the ensuing year, 1949-50.

III. Sources of Information

- A. Questionnaires are used as the chief sources for student data gathered in the study of the social program.
 - 1. Most of these are submitted at the end of a personal interview.
 - 2. Each student is asked to discriminate in the ranking of his responses by the use of five-point rating scales.
 - 3. Students list additional activities in which they would actually participate if given the opportunity.
 - 4. The outstanding problems of the students are tabulated.
 - 5. Students have the liberty of suggesting their own way of solving the social problem.
- B. Further analyses of student interests and activities as well as of basically existing problems have been afforded through personal observation:
 - 1. Participation in so far as possible, in all social events:
 - a. helping student committees with the planning of specific social occasions
 - b. suggesting ideas for decorations
 - c. getting students to issue faculty invitations two weeks in advance, to express appreciation for those attending, and to send little follow-up "Thank you's"
 - d. sitting in on "post-mortems"

2. Informal discussions with faculty and student personnel heading C. W. C. E.'s social calendar.

Limitations of the Survey

The study is limited to conditions on the Central Washington College of Education campus. However, C. W. C. E. proves to lend itself, as other colleges do, to the fact that it has not spearheaded social advance, but has reflected the social sentiment of its time and place. There are impacts of overcrowding, of hurry, and of the present day impersonal way of dealing with human relations on the campus. The total results are real and an indication of a qualitative loss.

In the acclaim of the student body president at C. W. C. E., "The college is urgently in need of more individuals capable of experiencing spirited leadership and informed fellowship in all of the areas of student life."

In seeking to evaluate objectively a good sample of the students' reactions to their own social program, the problem is just how to get them to be most honest and frank in their answers. The questionnaire as the basis for a personal interview was finally decided upon. However, since language is not confined to use as a medium through which persons communicate their ideas to one another, but also fulfills a no less important function as an instrument of thought, it is conceded that the answers to the questionnaire might in some cases have been influenced by the wording of the questions. Nevertheless, there is scarcely a student who was interviewed who has not given the impression that this

is the first time he has actually thought that there should be definitely stated purposes for the whole social program. Once he has sensed this necessity, he has asked for more time in which to weigh and carefully rank the purposes. It is interesting to note that nine students out of ten have wondered at the importance of "Training one as a follower." In other words, their opinion has been "Anyone can be a follower."

A copy of the questionnaire is included in the appendix (p. 75-80). The first section deals with the purposes germane to any small college activity program. The twenty-one purposes stated are, by and large, very similar to those purposes around which the students of Stanford built the questionnaires in their social life survey of the sixty-one colleges and universities in 1938.³

The second part of the questionnaire lists all the activities on the campus (C. W. C. E.) which might be designed to facilitate the achievement of each of the twenty-one purposes. Students have been asked to designate, on a five-point rating scale, their percentage of participation in each activity. In this same section students have also been requested to report offices they hold and committees on which they serve. In section III (A) they have listed other activities they would like to see added to the present program; in section III (B), they have stated the social problems about which they

3. Hand, Harold C., Campus Activities, New York: McGraw-Hill Book Company, Inc., 1938, p. 41

would like to have someone do something; and in section III (C), students have stated their solutions for these problems were they that someone.

Three hundred and three students have filled out the questionnaire.

Methods of Procedure

All seniors and juniors have been sent this card:

Date_____

Name_____

I am calling you in to see if you would like to enter into a little experimentation in our social program work. You have been referred to me as one who might have some good ideas as to the extension of our social program.

Please see me in Room A 301.

Of the one hundred and twenty-five seniors, eighty have responded--an unusually fine response! On the whole, they seem to have been well aware of the trends in their own problems and activities as well as in those of their undergraduates. In addition to this fact, several have stated that they would be very much interested in the results of this study. As some put it, "We are flattered to think we have been sought after and our opinions welcomed. We need such a study and the follow-up of its findings." Some have even become so interested as to supplement their questionnaires and interviews with personal letters including further suggestions that

have come to them after their interest in the survey has been aroused. Some of these are referred to in the thesis.

One out of every four of the juniors has graciously donated his time in discussing and answering the questionnaire. To the seniors' maturity of experience on the program, the sixty juniors have added their three years of study and careful analysis of the same.

The seventy sophomores have been chosen by random sampling. Every fourth sophomore on the college rolls has been contacted for the survey poll. If his or her schedule has clashed with the appointed time on the card, a date has been made for the interview in the evenings.

The freshmen are by far the largest class enrolled but the least experienced in the program. These remarks reflect their common attitude: "We like to dance. We get plenty of it. We have no problems, hence no solution! We like the social program as it is." The chosen ones for the poll have been selected in the same manner as those for the sophomore representatives: every seventh person on the freshman list has been "hunted down."

This type of random sampling takes additional time and effort, for there are no substitutes for the chosen persons. They must be contacted and because they have been the results of the study seem to be valid.

Mention should be made of the eleven enrolled graduates, the eight fifth-year students, and the six special students who have been contacted. These complete the total three hundred and three students who have been personally interviewed.

II

BACKGROUND OF THE PROJECT

C. W. C. E. Grows Its Own Program

On every college campus the pattern of social life is unique in that it grows out of the needs of its own student body--a student body ranging in its sociality scale all the way from the "lone wolf" to the "social butterfly." However, as in other traits so also in sociality, the greater percentage of students is at the center of the bell-shaped curve and only a few are at the extremes.

Since the spring quarter of 1941-42 the students of Central have had an organization called the Student Government Association. This student government association includes what is known as the Honor System.

The membership fee for the regular school year is \$10.25 a quarter. The funds provided by membership fees are used to supplement the Student Government Association Building Fund, to subsidize the athletic and social activities of students, and to provide lectures, music, and entertainment. The student's membership card gives admission to all college functions to which funds of the Student Government Association have been budgeted.

Under this Student Government Association C. W. C. E. has such social organizations as the following, though the catalog list is

not all inclusive.

Associated Women Students, an organization of all women of the College.

Off-Campus Clubs. There are two organizations of students living off-campus, the Kaags and the Off-Campus Women's Club.

Departmental Clubs include: in Art, Kappa Pi (chapter of national art society), and Home Economics Club; in Drama, The Maskers and Jesters; in History, The Herodoteans; in Geography, The Whitbeck Club; in Health and Physical Education, Woman's Recreation Association, Dance Club (women), Do-Si-Do Club (men and women), and The Crimson W Club (men); in Music, Sigma Mu Epsilon; in Science, Isomers, Chemistry Club; and Sigma Tau Alpha, campus organization of Rainbow Girls.

Association for Childhood Education (The A. C. E.) is a professional organization of all students who are preparing to teach in the kindergarten or primary grades.

The Intercollegiate Knights is a service club for men. The Iyoptians is a sophomore service society to which sophomore women are chosen to membership on the basis of high scholarship and participation in college activities.

Kappa Delta Pi is a national honorary society of students preparing for teaching or other professional work. Membership is determined on the basis of scholarship and promise of success in teaching.

A few of Central's traditional social affairs are:

Freshman Week - a time designed to welcome and orient all new students to the campus.

Homecoming - A week-end when the SGA is host to the grads. Interest centers in the big parade, the football game, the broadcast and stunt night.

The Snowball Carnival - A formal ball sponsored by the Associated Women Students (invitations are issued by the women).

The Colonial Ball - A semi-formal ball sponsored by the SGA during the winter quarter.

The Cupid's Informal - A short-dress dance, sponsored by the sophomore class and held on or near Valentine's Day.

The Annual Barn Dance - This serves chiefly as a culmination date to the beard-growing contestants.

The May Prom - A lovely springtime dance presented in May by the Off-Campus Women for the college (semi-formal).

Mother's Day Weekend - The week-end of Mother's Day which is crammed full of mother-and-daughter activities.

Sweezy Day - Held in May and enjoyed by faculty and students alike.

Sandwiched in among these traditional affairs are weekly mixers in the old gym; class dances, hiking, skiing and skating parties; picnics, sports and many others mentioned in the student social program questionnaire.

Ever Persisting Social Life Problems on College Campuses in General

Close on the heels of student activity ride the ever persisting social life problems on any campus. In general, most of these are: lack of adequate facilities; need for a more varied social program, for encouraging more students to take part in the social life, for bringing off-campus people into the social swim, and for securing the social cooperation of the graduates for the program.

Specifically at C. W. C. E.

When Alonzo Myers visited the C. W. C. E. campus early in the spring quarter, he asked the student governing officers of all the

organizations to meet with him in order to discuss their problems privately.

Three major issues have been revealed: (1) lack of adequate facilities, (2) lack of student-faculty harmony, and (3) lack of upper-classmen on the curriculum planning committee. These problems show up again in Table IX, page 53, Social Problems Listed by the Students in Order of the Frequency of Mention, and are discussed at length with the table.

Coupled to these persistent problems is the wide-spread problem of setting standards of social excellence. Certain minima of time, space, and personal relations seem essential to forwarding this endeavor. With them must go a climate of opinion favorable to the development and maintenance of such standards.

Robert M. Hutchins, Chancellor, University of Chicago, says,

In this country education has mirrored the chaos of the modern world. The record for American education for leadership is not impressive. It has tended to be the slave of society rather than its guide. Popular education, democratically conceived, is a means of continuing or accentuating accepted values, not a means by which society can hope to lift itself by its own bootstraps into a different spiritual world... Education must give us control over ourselves. The question is, "What kind of educational living do we want, and what kind of sacrifice are we willing to make to get it?" We need to get straight about ourselves and our relations with our fellow men...⁴

And yet, the problem persists... A student writes the following

4. Hutchins, Robert M., Modern Education and Human Values, Pittsburgh, Pa.: University of Pittsburgh Press, 1947, p. 107

regarding the actual living conditions in the men's halls of C. W. C. E.

However exemplary the rules, they are met with gross indifference by many of the residents. It is doubtful if any rule, except regarding the prohibition of firearms, is not violated several times a week. 'Quiet hours' are a mockery. Among some there is utter disregard, it seems, for the rights of others. These have been abridged by noise, untidiness, drunkenness, infringement of room privacy...

It would be unjust to infer that all, or even a majority of the students are responsible as violation of the rules. Their lack of responsibility in assuming the initiative for improving conditions may be due to (1) taking the passive or easy way out; (2) lack of leadership; (3) feeling that they are in the minority; (4) the possibility of incurring disapproval or ostracism of the group...

If the function of higher education is to promote culture, decent living, erudition, social concern, dignity of character, then, I think, if any of these functions are being learned in the classroom, they are not meeting the needs of the student, nor carrying over into the dormitory.

Later in the thesis recommendations are made for the development of warm human values as the core for social excellence.

III

THE ANALYSIS OF DATA FROM THE SURVEY

Ranking of the Importance of the Purposes of the Social Program

Chapter II has pointed the way to the acknowledgment of the fact that the future of the colleges, if they are to progress, must be guided by deliberate purposes.

In Table I, page 16, such purposes as will build effective social relationships are ranked in importance by the students themselves. No claim is made to the incorporation of all purposes which might be said to influence the social program. One noteworthy omission is apparent throughout the survey, i. e. affiliation with the administrative personnel in the formulation of college purposes or the solution of college problems. Inasmuch as an effort is made to keep the data gained as objective as possible and as truly that pertaining to the students only, the above is intentionally omitted. No names are mentioned and sincerity of response has been encouraged.

Each student has been asked to re-word any purpose that he wishes, or to include others he knows of importance to the whole social program. Strikingly enough neither has been done by any student. Each one has seemed to sense, for the first time, the need of purposes in making college life intelligible. Each one has gone down the list carefully and thoughtfully ranking the purposes in terms of importance

TABLE I

Student Ranking of the Importance of Social Program Purposes
at Central Washington College of Education

<u>Purposes</u>	<u>Percent Checking</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5*</u>
1. Guide student in group living	0	4	46	32	18
2. Train as leader	1	15	44	27	13
3. Train as follower	6	12	47	25	10
4. Obedience to authority	5	9	51	25	10
5. Moral growth	1	4	38	39	18
6. Converse with faculty	0	5	42	35	18
7. Converse with fellows	0	5	43	33	19
8. Right introductions	1	12	57	20	10
9. Center social life on campus	5	6	38	28	23
10. Equalize social opportunities	1	14	49	21	15
11. Combat cliques and snobbery	6	10	41	21	22
12. Break social, religious prejudice	1	12	45	23	19
13. Help new students get acquainted	1	1	46	33	19
14. Help students with amenities	0	1	61	25	13
15. Bring all-level classmen together	6	15	55	15	9
16. Bring off-campus students into program	1	5	54	25	15
17. Encourage graduate participation	3	15	46	27	9
18. Adjust to opposite sex	0	5	47	27	21

* 1. Unessential; 2. Not very essential; 3. Essential
4. Very essential; 5. Exceedingly essential.

TABLE I (cont'd)

Student Ranking of the Importance of Social Program Purposes
at Central Washington College of Education

<u>Purposes</u>	Percent Checking				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
19. Meet more of opposite sex	2	8	55	24	11
20. Establish friendly atmosphere	0	1	50	30	19
21. Equality of opportunity	2	2	48	28	20

to him. By getting the student to rank the purposes the study is ultimately concerned with values--values which embody

- ideas, the instruments of knowledge
- standards, the means of judging objectively the student problems that present themselves
- principles of conduct, the measurements of ways of transcending the particular problems of the day⁵

Of the three hundred and three questionnaires a simple frequency tally has been taken of the ranking of the twenty-one purposes in order of importance to the students. These frequencies have then been converted into per cents of the whole number ranking each purpose: unessential, not very essential, essential, and exceedingly essential. Each purpose reflects its frequency of importance from first to fifth value. Never is any purpose ranked unessential by more than six per cent of those ranking the purposes and not very essential by more than fifteen per cent. Table I then clearly reveals that ninety-four per cent of the students rank all the purposes as being essential to some degree.

The one purpose, "To center student life on the campus by making it unnecessary to go to roadhouses, night clubs, etc.," is the one ranked exceedingly essential by the greatest per cent of students (23). Those purposes next carrying the largest per cents in the exceedingly essential rating are, in order:

"To combat cliques and snobbery"...(22)

"Making a wholesome adjustment to the opposite sex"...(20)

5. Hutchins, op. cit., p. 113

"Equality of opportunity for every student in every group"...(20)

"To establish a friendly atmosphere in classes"...(19)

"Becoming conversationally at ease with members of one's own group"...(19)

"To help new students to get acquainted and feel at home"...(19)

"To break down prejudice"...(19)

"To guide the student in group living"...(18)

"No moral growth without responsibility"...(18)

"At ease with members of the faculty"...(18)

Those purposes which have been ranked as very essential by more than thirty per cent are:

"To teach there is no moral growth without responsibility"...(39)

"To be at ease with the faculty"...(34)

"To be conversationally at ease with one's own group"...(33)

"To help new students"...(33)

"To guide the student in group living"...(32)

Irrespective of class or sex all purposes have received their heaviest percentage of ranking under essential with the one exception of number five, "No moral growth without the assumption of responsibility," which receives its highest percentage under very essential.

It will be noted later in Table II that this same purpose is marked by forty-three of the students as needing improvements on the campus and by twenty-nine as needing great improvement (the highest tabulation for any one purpose needing improvement).

It is worth noting that the purpose with the highest per cent under essential is purpose number fourteen, "Helping students with campus amenities," and the next highest, "Right introductions." These reflect the student interests in securing stability and represent an expression of "belongingness" which students desire in their relationships. The latter purpose reflects their earnestness in wanting to be correct.

Purpose number nineteen, "To enable more women to meet more men and vice versa," has been emphasized in the interviews by more women as being important than by the men. Women, too, have frequently reported social fears: 'fear of reciting in classes,' 'fear of making mistakes,' 'fear of little social errors,' etc. However, the tabulations for all other purposes were so near alike for both sexes that no differentiation is shown in the table.

Mention has been made that all classes have accepted the purposes as in some degree essential. The fact that, "Helping new students to get acquainted," and "Facilitating the maximum possible equality of opportunity for every student in every group," have been ranked essential, very essential, or exceedingly essential by all but two per cent of the total poll should receive recognition. Greater acclaim should also be given the revelation that all but one per cent of the students have ranked purposes fourteen and twenty in like manner. This means that ninety-nine out of every one hundred students have placed their greatest evaluation of the social program upon, "helping

all students with campus amenities (number 14), and "establishing a friendly atmosphere in classes" (number 20).

In conclusion, the fact that all of the purposes have been so strongly accepted by the students when challenged to think about them proves that students have come to realize that there are vital values in such purposes to be infiltrated into the total college learning. Their vote thus places these purposes as objectives behind the obvious academic objectives.

TABLE II

Student Tabulations of Purposes Which Need Improvement on the Campus

<u>Purposes</u>	<u>Improve Freq</u>	<u>Great Imp Freq</u>	<u>Tot</u>	<u>Rank</u>
1. Guide student in group living	45	27	72	1.5
2. Train student as leader	34	19	53	9
3. Train student as follower	25	10	35	18.5
4. Have student want to obey authority	34	9	43	12
5. No moral growth without responsibility	43	29	72	1.5
6. Converse at ease with faculty	31	39	70	3.5
7. Converse at ease with group members	21	20	41	15.5
8. Know right form of introduction	28	14	42	13.5
9. Center social life on campus	31	39	70	3.5
10. Cut down social costs	10	19	29	20.5
11. Combat cliques and snobbery	28	27	55	8
12. Democratize social life	17	18	35	18.5
13. Acquaint new students	36	25	61	6
14. Help all students with amenities	36	23	59	7
15. Bring classmen of all levels together	27	18	45	11
16. Include off-campus students	38	28	66	5
17. Encourage adequate participation	29	12	41	15.5
18. Wholesome adjust to opposite sex	19	27	46	10
19. Enable more women to meet more men	19	23	42	13.5
20. Establish friendly atmosphere	14	15	27	20.5
21. Equality for every student	24	16	40	17

Student Tabulation of Purposes Which Need Improvement

In addition to ranking the purposes, students have been asked to place an X in the column of importance to them regarding each of the twenty-one purposes which seems to need improvement on the campus and an X if the need is thought to be great.

Table II, page 22, shows the total tabulations under the two specifications above (X, X) and then ranks them from first to twenty-first. This table is important, for it shows the students' own desires to have the accepted purposes functioning on their campus (C. W. C. E.).

It will be noted that not more than one out of every four taking the survey evidence the fact that they think any of the purposes need improvement on the campus. The per cents of response range from 23.7 to 9.5 or from frequencies of seventy-two to frequencies as low as twenty-nine. However, the top nine represent from one-fifth to one-fourth of the students taking the questionnaire and, therefore, deserve more specific attention.

For example, 23.7%, or one out of every four students, has attached the greatest total need for improvement to two purposes, numbers one and five of Table I. These rank 1.5 or tie for first in importance on Table II and are: "To guide the student in group living," and "To teach the student that there is no moral growth without the assumption of responsibility," respectively. The fact that students want to improve these purposes on the campus presents the same trend of careful thinking as that inherent in their ranking of them in Table I.

Two purposes are tied for third place: "To converse at ease with the faculty," and "To center social life on the campus." No students have marked the former in Table I as unessential. This seems to imply that most of the problems of education are symbolic of man's problems of social adjustment.

The latter purpose involves existing factors at C. W. C. E. which point up the necessity for improvement in "centering student life on the campus." These factors are: (1) lack of facilities, (2) the fact that older veterans think it is not the right thing to do to go to the younger set's "sideshows," and (3) some students do not want to plan for nor execute their own entertainment.

Next in rank is: "to include the off-campus students in the 'social swim'". The Kaags, off-campus men, and the Off-Campus Women's organizations are two of the strongest and best organized groups on the campus. Their trouble is getting fused into the common whole.

Sixth in rank, "To help new students to get acquainted and to feel at home," is purpose number thirteen on Table I. All but six of the students have ranked it as being in some degree essential in value. It is gratifying to note that only one-fifth of the students think it a purpose which needs improvement on the campus. The Associated Students of Stanford showed in their survey that colleges are: (1) keenly sensitive to this problem of helping new students to feel at home and to get acquainted; (2) most of them are doing more about the improvement of this aim than any of the others; and (3) that in those colleges of

over 1,000 enrollments, 17% feel it is still an unsolved problem of serious proportions.⁶

Realizing that new students must not only be at home and well acquainted on the campus, but must also know campus amenities--the students of C. W. C. E. have ranked the following purpose next, "To acquaint the students with campus amenities." Some of the students have become so in earnest about the improvement of this purpose on the campus that they have expressed the desire for a required course in etiquette.

The purpose placing eighth, "To combat cliques and snobbery," is the purpose which has received the second highest per cent rating under exceedingly essential in Table I.

The students have ranked, "Training to be a leader," as ninth. This substantiates the need mentioned by the student body president when he said,

"Many students elected or appointed to leadership positions lack a knowledge of the fundamental principles of group leadership. Most of them are ignorant of the true purposes of the activity program."

Though the remaining purposes ranking from tenth to twenty-first need not be separately discussed, it is apparent that no matter how negligible their per cents are, the need for improvement is there in lesser and lesser degrees.

Per Cents of Participation in Social Activities

All students are informed in the General Catalog, 1948-49 that:

6. Hand, op. cit., pp. 60-62

Participation in one or more of the social organizations is for the purpose of personal development as well as a means of service to fellow students and the college. The ability to enter into this group activity in a creative way will be a large factor in the student's enjoyment of school life and will determine, to a considerable degree, success in community life after graduation.

The survey donates a number of its pages to the listing of existing social organizations and activities and has asked each student to check the activities in which he or she is now participating and also to check committee membership and offices now held.

It is gratifying to note that such committee members and student officers as these are among those in the survey poll: the S. G. A. president, the S. G. A. social commissioner, three-fourths of the social commissioners on the Inter-club Council, and representatives from all of the other activity groups not included in the above.

The purpose for Table III, page 27, is to give an over-all picture of the per cent of student participation in all the activities as brought out by the classes and sexes. Any activity may be traced across the table for either sex through all the classes. The peaks of student participation become obvious.

The participation scale for each class has been broken up into five divisions represented by "N., Se., So., O., and H.," and meaning "Never, seldom, sometimes, often, and habitually" respectively.

To illustrate, one common activity on the campus has been the S. G. A.-sponsored mixer. Table III reveals the fact that mixers are attended by forty-five per cent of the freshmen men often, by twenty-three per cent of the sophomore men often, by twenty per cent of the

TABLE III

Per Cents of Participation in Social Activities All Classes Included

Activities	Freshmen					Sophomores					Juniors					Seniors					Sex
	N	Se	So	O	H	N	Se	So	O	H	N	Se	So	O	H	N	Se	So	O	H	
S. G. A. Mixers	9	13	20	45	13	17	3	27	23	30	14	20	40	20	6	30	23	23	12	12	M
	14	11	41	20	14	10	12	24	27	27	14	14	20	33	19	24	27	8	30	11	W
Class Dances	9	6	30	42	13	44	0	6	30	20	17	20	27	30	6	46	9	19	16	10	M
	22	14	11	39	14	30	5	18	37	10	20	6	20	36	18	33	6	24	33	4	W
Campus Club Parties	24	39	28	9	0	56	14	20	10	0	40	10	30	20	0	45	19	23	13	0	M
	25	14	34	24	3	40	15	30	10	5	36	30	18	16	0	30	33	27	6	4	W
Hikes	66	9	13	9	3	73	10	3	14	0	46	18	26	10	0	62	14	9	13	2	M
	45	14	32	9	0	59	3	25	10	3	53	20	10	17	0	45	27	8	14	6	W
Skiing	70	3	18	9	0	86	1	10	3	0	60	6	14	14	6	58	13	13	9	7	M
	54	11	29	6	0	50	15	15	17	3	60	19	7	7	7	59	2	19	14	6	W
Roller Skating	72	13	9	6	0	83	14	3	0	0	56	18	14	6	6	58	22	13	3	4	M
	34	20	43	3	0	57	22	22	0	0	57	17	20	3	3	45	27	20	6	2	W
Ice Skating	75	0	13	9	3	73	18	6	3	0	53	17	16	14	0	55	16	25	4	0	M
	51	9	31	6	3	46	12	10	27	5	74	6	14	6	0	53	19	14	6	8	W
Sleigh Rides	69	13	9	9	0	91	3	3	3	0	56	17	17	10	0	74	13	13	2	0	M
	46	20	31	3	0	73	7	15	5	0	69	17	14	0	0	59	16	14	8	3	W
Bridge Club	79	6	9	0	6	87	3	10	0	0	88	6	3	3	0	83	4	9	4	0	M
	68	11	9	6	6	78	5	10	7	0	82	6	6	6	0	72	0	14	6	8	W
Teas	52	18	27	3	0	74	3	20	0	3	58	36	3	3	0	54	25	19	2	0	M
	57	9	31	0	3	73	22	35	7	3	14	17	66	3	0	21	6	54	11	8	W
Band	85	3	3	0	9	90	0	0	0	10	88	3	3	3	3	80	2	7	2	9	M
	94	3	0	3	0	95	0	0	0	5	85	3	3	3	6	70	0	16	6	8	W
Chorus	84	0	3	0	13	94	0	3	0	3	91	0	0	3	6	89	0	7	2	2	M
	86	0	11	0	3	82	0	3	3	12	79	6	6	0	10	72	0	11	2	15	W
Choir	72	0	6	9	13	100	0	0	0	0	85	3	3	3	6	87	2	0	9	2	M
	82	0	6	9	3	80	5	0	5	10	71	3	3	6	17	70	0	8	8	14	W
Orchestra	85	3	6	0	6	98	3	3	0	0	97	0	0	3	0	94	0	0	2	4	M
	91	0	3	6	0	94	0	3	0	3	87	0	10	3	0	72	2	11	8	7	W

TABLE III (cont'd)

Per Cents of Participation in Social Activities All Classes Included

Activities	Freshmen					Sophomores					Juniors					Seniors					Sex
	N	Se	So	O	H	N	Se	So	O	H	N	Se	So	O	H	N	Se	So	O	H	
Maskers-Jesters	91	6	3	0	0	90	0	10	0	0	72	16	3	3	6	93	0	0	7	0	M
	94	0	3	3	0	92	3	5	0	0	88	0	6	0	6	80	0	8	6	6	W
S. G. A. Organization	76	9	6	6	3	84	0	3	3	10	56	18	14	6	6	61	13	4	9	13	M
	63	6	17	11	3	74	5	7	7	7	61	3	20	10	6	49	0	27	14	10	W
A. W. S.	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	74	6	17	3	0	66	7	15	7	5	55	3	30	6	6	80	2	11	0	7	W
Off-Campus Women	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	91	3	3	3	0	87	0	3	7	3	91	0	3	6	0	65	2	14	11	8	W
Kaags	94	3	3	0	0	97	0	0	3	0	80	0	14	3	3	87	4	2	0	7	M
	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	W
Kappa Pi	97	3	0	0	0	94	0	0	0	6	100	0	9	0	0	96	0	0	0	0	M
	80	0	14	3	3	100	0	0	0	0	97	0	3	0	0	84	0	14	2	0	W
Home Economics Club	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	71	9	11	6	3	100	0	0	0	0	63	0	17	14	6	80	0	7	2	11	W
Herodoteans	100	0	0	0	0	100	0	0	0	0	97	0	0	0	3	90	2	0	4	4	M
	100	0	0	0	0	100	0	0	0	0	91	0	3	3	3	91	0	0	2	7	W
Whitbeck Club	100	0	0	0	0	100	0	0	0	0	91	0	3	0	6	85	2	0	4	9	M
	100	0	0	0	0	100	0	0	0	0	94	0	6	0	0	87	0	7	8	7	W
Women's Recreation Assoc.	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	83	0	3	11	3	100	0	0	0	0	71	6	17	3	3	71	7	8	7	7	W
Dance Club	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	100	0	0	0	0	100	0	0	0	0	88	3	3	3	3	83	0	2	8	7	W
Do-Si-Do	97	3	0	0	0	88	0	3	6	3	94	3	3	0	0	90	4	2	2	2	M
	91	3	3	3	0	97	3	0	0	0	71	10	3	6	0	88	0	8	2	2	W
Crimson W	100	0	0	0	0	100	0	0	0	0	90	0	0	0	10	85	0	2	0	13	M
	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	W
Sigma Mu Epsilon	100	0	0	0	0	100	0	0	0	0	91	0	3	0	6	100	0	0	0	0	M
	100	0	0	0	0	94	0	0	3	3	91	0	3	3	3	71	0	7	7	15	W

TABLE III (cont'd)

Activities	Per Cents of Participation in Social Activities All Classes Included																				Sex
	Freshmen					Sophomores					Juniors					Seniors					
	N	Se	So	O	H	N	Se	So	O	H	N	Se	So	O	H	N	Se	So	O	H	
Chem Club	100	0	0	0	0	97	0	3	0	0	94	0	3	0	3	96	2	2	0	0	M
	100	0	0	0	0	100	0	0	0	0	97	0	3	0	0	100	0	0	0	0	W
Sigma Tau Alpha	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	100	0	0	0	0	97	0	3	0	0	77	0	10	3	10	88	0	2	7	3	W
A. C. E.	97	0	3	0	0	97	0	0	0	3	97	0	0	0	3	96	2	0	0	2	M
	100	0	0	0	0	87	0	5	3	5	58	6	17	6	14	66	2	7	11	14	W
I. K.'s	88	3	9	0	0	97	0	0	3	0	77	0	6	3	14	91	0	0	0	9	M
	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	W
Kappa Delta Pi	100	0	0	0	0	90	0	0	0	10	97	0	0	0	3	91	0	0	2	7	M
	100	0	0	0	0	100	0	0	0	0	91	0	0	3	6	66	0	11	4	19	W
Campus Crier	85	0	6	3	6	87	0	3	0	10	86	10	3	0	1	86	7	0	0	7	M
	86	0	3	0	11	71	3	5	3	10	84	0	10	3	3	96	2	2	0	0	W
Hyakem	91	0	3	3	3	100	0	0	0	0	97	0	0	3	0	91	2	0	0	7	M
	91	3	3	3	0	90	0	0	0	10	94	3	3	0	0	96	0	4	0	0	W
Free Democracy	97	0	0	3	0	97	0	0	0	3	94	0	0	3	3	89	7	0	2	2	M
	100	0	0	0	0	92	0	0	3	5	97	0	0	0	3	81	0	0	11	8	W
The Dames Club	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	100	0	0	0	0	100	0	0	0	0	97	0	0	0	3	90	0	4	4	2	W
W. A. A.	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	91	0	3	3	3	100	0	0	0	0	94	0	0	0	6	98	0	0	2	0	W
Football	85	6	3	6	0	77	0	6	14	3	100	0	0	0	0	75	4	9	0	12	M
	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	W
Basketball	88	3	3	6	0	73	0	18	3	6	85	0	6	6	3	63	4	12	12	9	M
	100	0	0	0	0	100	0	0	0	0	83	0	17	0	0	100	0	0	0	0	W
Softball	91	0	0	9	0	63	10	3	18	6	77	0	3	20	0	55	12	13	7	13	M
	91	3	6	0	0	100	0	0	0	0	86	0	14	0	0	100	0	0	0	0	W
Track	88	0	0	0	12	84	3	10	0	3	87	0	0	3	10	74	4	7	13	2	M
	97	0	0	3	0	100	0	0	0	0	94	0	3	3	0	98	0	0	2	0	W

TABLE III (cont'd)

Per Cents of Participation in Social Activities All Classes Included

Activities	Freshmen					Sophomores					Juniors					Seniors					Sex
	N	Se	So	O	H	N	Se	So	O	H	N	Se	So	O	H	N	Se	So	O	H	
Intra-Mural	100	0	0	0	0	100	0	0	0	0	97	0	0	0	3	93	0	0	0	7	M
	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	W
Pep Club	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	83	0	3	0	14	88	0	0	0	12	100	0	0	0	0	100	0	0	0	0	W
Spurs	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	100	0	0	0	0	83	0	0	0	17	100	0	0	0	0	100	0	0	0	0	W
Religious Organization	100	0	0	0	0	100	0	0	0	0	97	0	0	0	3	100	0	0	0	0	M
	100	0	0	0	0	100	0	0	0	0	87	0	0	0	13	96	0	0	4	0	W
F. T. A.	100	0	0	0	0	100	0	0	0	0	97	0	0	0	3	95	0	0	0	5	M
	100	0	0	0	0	100	0	0	0	0	87	0	0	0	13	96	0	2	2	0	W
Tennis	100	0	0	0	0	100	0	0	0	0	95	0	0	0	5	96	0	0	0	4	M
	91	0	0	0	9	100	0	0	0	0	100	0	0	0	0	92	0	0	4	4	W
Plays	79	3	3	0	15	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	M
	97	0	3	0	0	100	0	0	0	0	100	0	0	0	0	100	0	0	0	0	W

junior men often, and by only twelve per cent of the senior men often. The same activity and degree of participation across the Table for women reveals the fact that twenty per cent of the freshman women frequent the mixers as contrasted with twenty-seven per cent of the sophomore women. Thirty-three per cent of the junior women participate in the same activity while thirty per cent of the senior women often attend. Two facts are brought out by these two tracings: (1) the number of men who participate often in S. G. A. mixers decreases steadily class by class; (2) the amount of participation by the women is greater than that of the men in all of the classes but one, the freshmen, where it is more than doubled by the men. Since more women have gone to the mixers than men, and since the greater number of men who have been present are freshmen--is it any wonder that the "Improvement of the mixers" ranks first in student problems, Table IX, page 53!

Tables IV, V, VI, and VII have been included in the thesis as tables of simplification for Table III breaking down the per cents of participation by separate classes and by sex. Table IV, page 33, deals with the freshman men and women; Table V, page 37, with the sophomore men and women; Table VI, page 41, with the junior men and women; Table VII, page 45, with the senior men and women.

Participation in the program by graduates, special students, and fifth-year people has been purposely omitted, for the per cent of participation by these groups was found to be "never." Mention of this condition will be made later in the thesis.

A detailed study of Table IV, page 33, reveals the fact that there has been little if any participation by the freshman men in the following activities: Intra-mural sports, Kappa Delta Pi, Chem Club, Sigma Mu Epsilon, Crimson W, Whitbeck Club, Religious Organizations, Future Teachers of America, Herodoteans, Free Democracy, A. C. E., Do-Si-Do, Kappa Pi, Kaags, Tennis Softball, Hyakem, Maskers-Jesters, I. K.'s, Basketball, Track, Campus Crier, Band, Orchestra, and Chorus.

Freshmen women have participated in these activities to the same degree with the exception of a few more women in the Band, Choir, and Orchestra than men of this class.

On the other hand, those activities which have ranked high in participation by the freshman men are: S. G. A. mixers sometimes 20%, often 45%, habitually 13% (78% participation); Class Dances, sometimes 30%, often 42%, habitually 13% (85% participation); Campus Club Parties, sometimes 28%, often 9% (37% participation); Teas, sometimes 27%, often 3% (30% participation).

The freshman women have spread themselves over a larger range of participation than the men. Highest ranking activities in their scale are: S. G. A. Mixers, sometimes 41%, often 20%, habitually 14% (75% participation); Class Dances, sometimes 11%, often 39%, habitually 14% (64% participation); Campus Club Parties, sometimes 34%, often 24%, habitually 3% (61% participation); Roller Skating, sometimes 43%, often 3% (46% participation); Hikes, sometimes 32%, often 9% (41% participation).

TABLE IV

Per Cent of Participation in Social Activities

<u>Activity</u>	<u>Freshman Men</u>					<u>Freshman Women</u>				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
SGA Mixers	9	13	20	45	13	14	11	41	20	14
Class Dances	9	6	30	42	13	22	14	11	39	14
Campus Club Parties	24	39	28	9	0	25	14	34	24	3
Hikes	66	9	13	9	3	45	14	32	9	0
Skiing	70	3	18	9	0	54	11	29	6	0
Roller Skating	72	13	9	6	0	34	20	43	3	0
Ice Skating	75	0	13	9	3	51	9	31	6	3
Sleigh Rides	69	13	9	9	0	46	20	31	3	0
Bridge Club	79	6	9	0	6	68	11	9	6	6
Teas	52	18	27	3	0	57	9	31	0	3
Band	85	3	3	0	9	94	3	0	3	0
Chorus	84	0	3	0	13	86	0	11	0	3
Choir	72	0	6	9	13	82	0	6	9	3
Orchestra	85	3	6	0	6	91	0	3	6	0
Maskers-Jesters	91	0	3	3	0	94	0	3	3	0
SGA Organiz	76	9	6	6	3	63	6	17	11	3
A. W. S.	100	0	0	0	0	74	6	17	3	0
Off-Campus Women	100	0	0	0	0	91	3	3	3	0
Kaags	94	3	3	0	0	100	0	0	0	0
Kappa Pi	97	3	0	0	0	80	0	14	3	3

TABLE IV (Cont'd)

Per Cent of Participation in Social Activities

<u>Activity</u>	Freshman Men					Freshman Women				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
Home Ec Club	100	0	0	0	0	71	9	11	6	3
Herodoteans	100	0	0	0	0	100	0	0	0	0
Whitbeck	100	0	0	0	0	100	0	0	0	0
Women Recr Assoc	100	0	0	0	0	83	0	3	11	3
Dance Club	100	0	0	0	0	88	0	6	0	6
Do-Si-Do	97	3	0	0	0	91	3	3	3	0
Crimson W	100	0	0	0	0	100	0	0	0	0
Sigma Mu Epsilon	100	0	0	0	0	100	0	0	0	0
Chem Club	100	0	0	0	0	100	0	0	0	0
Sigma Tau Alpha	100	0	0	0	0	100	0	0	0	0
A. C. E.	97	0	3	0	0	100	0	0	0	0
I. K.'s	88	3	9	0	0	100	0	0	0	0
Kappa Delta Pi	100	0	0	0	0	100	0	0	0	0
Campus Crier	85	0	6	3	6	86	0	3	0	11
Hyakem	91	0	3	3	3	91	3	3	3	0
Free Democracy	97	0	0	3	0	100	0	0	0	0
The Dames Club	100	0	0	0	0	100	0	0	0	0
W. A. A.	100	0	0	0	0	91	0	3	3	3
Football	85	6	3	6	0	100	0	0	0	0
Basketball	88	3	3	6	0	100	0	0	0	0

TABLE IV (cont'd)

Per Cent of Participation in Social Activities

<u>Activity</u>	Freshman Men					Freshman Women				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
Softball	91	0	0	9	0	91	3	6	0	0
Track	88	0	0	0	12	97	0	0	3	0
Intra-Mural	100	0	0	0	0	100	0	0	0	0
Pep Club	100	0	0	0	0	83	0	3	0	14
Spurs	100	0	0	0	0	100	0	0	0	0
Religious Organ	100	0	0	0	0	100	0	0	0	0
F. T. A.	100	0	0	0	0	100	0	0	0	0
Tennis	91	0	0	0	9	100	0	0	0	0
Plays	79	3	3	0	15	97	3	0	0	0

Table V, page 37, lists the same activities as does Table IV, but its per cents of participation are those of sophomore men and women. It is apparent that the sophomores have been non-participants in practically the same activities as those pointed out for the freshmen.

Activities frequented by the sophomore men rank in the following order: S. G. A. Mixers 80% participation, Class Dances 56% participation, Campus Club Parties 30% participation, Softball 27% participation, Basketball 27% participation, Hikes 27% participation, and Ice Skating 27% participation.

Seventy-eight per cent of the sophomore women have gone to the mixers, 65% have gone to the class dances, 45% have gone to the Campus Club Parties, 42% have gone Ice Skating, 35% Skiing, 38% Hiking, and 22% Roller Skating.

From these two tables (Table IV and Table V) these facts are noted:

- (1) more freshman men have gone to the dances than have freshman women,
- (2) more sophomore women have attended the dances than sophomore men,
- (3) more activities have entered into the picture of sophomore participation than into the freshman picture, and (4) club participation by freshman men and sophomores is less than by juniors and seniors.

TABLE V

Per Cent of Participation in Social Activities

<u>Activity</u>	Sophomore Men					Sophomore Women				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
S. G. A. Mixers	17	3	27	23	30	10	12	24	27	27
Class Dances	44	0	6	30	20	30	5	18	37	10
Campus Club Parties	56	14	20	10	0	40	15	30	10	5
Hikes	73	10	3	14	0	59	3	25	10	3
Skiing	86	1	10	3	0	50	15	15	17	3
Roller Skating	83	14	3	0	0	56	22	22	0	0
Ice Skating	73	18	6	3	0	46	12	10	27	5
Sleigh Rides	91	3	3	3	0	73	7	15	5	0
Bridge Club	87	3	10	0	0	78	5	10	7	0
Teas	74	3	20	0	3	73	22	35	7	3
Band	90	0	0	0	10	95	0	0	0	5
Chorus	94	0	3	0	3	82	0	3	3	12
Choir	100	0	0	0	0	80	5	0	5	10
Orchestra	98	3	3	0	0	94	0	3	0	3
Maskers-Jesters	90	0	10	0	0	92	3	5	0	0
S. G. A. Organ	84	0	3	3	10	74	5	7	7	7
A. W. S.	100	0	0	0	0	66	7	15	7	5
Off-Campus Women	100	0	0	0	0	87	0	3	7	3
Kaags	97	0	0	3	0	100	0	0	0	0
Kappa Pi	94	0	0	0	6	100	0	0	0	0

TABLE V (cont'd)

Per Cent of Participation in Social Activities

<u>Activity</u>	Sophomore Men					Sophomore Women				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
Home Ec Club	100	0	0	0	0	100	0	0	0	0
Herodoteans	100	0	0	0	0	100	0	0	0	0
Whitbeck Club	100	0	0	0	0	100	0	0	0	0
Women's Recre Assoc	100	0	0	0	0	100	0	0	0	0
Dance Club	100	0	0	0	0	100	0	0	0	0
Do-Si-Do	88	0	3	6	3	97	3	0	0	0
Crimson W	100	0	0	0	0	100	0	0	0	0
Sigma Mu Epsilon	100	0	0	0	0	94	0	0	3	3
Chem Club	97	0	3	0	0	100	0	0	0	0
Sigma Tau Alpha	100	0	0	0	0	97	0	3	0	0
A. C. E.	97	0	0	0	3	87	0	5	3	5
I. K.'s	97	0	0	3	0	100	0	0	0	0
Kappa Delta Pi	90	0	0	0	10	100	0	0	0	0
Campus Crier	87	0	3	0	10	71	3	5	3	10
Hyakem	100	0	0	0	0	90	0	0	0	10
Free Democracy	97	0	0	0	3	92	0	0	3	5
The Dames Club	100	0	0	0	0	100	0	0	0	0
W. A. A.	100	0	0	0	0	100	0	0	0	0
Football	77	0	6	14	3	100	0	0	0	0
Basketball	73	0	18	3	6	100	0	0	0	0
Softball	63	10	3	18	6	100	0	0	0	0
Track	84	3	10	0	3	100	0	0	0	0

TABLE V (cont'd)

Per Cent of Participation in Social Activities

<u>Activity</u>	Sophomore Men					Sophomore Women				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
Intra-Mural	100	0	0	0	0	100	0	0	0	0
Pep Club	100	0	0	0	0	88	0	0	0	12
Spurs	100	0	0	0	0	83	0	0	0	17
Religious Organ	100	0	0	0	0	100	0	0	0	0
F. T. A.	100	0	0	0	0	100	0	0	0	0
Tennis	100	0	0	0	0	100	0	0	0	0
Plays	100	0	0	0	0	100	0	0	0	0

Table VI, page 41, summarizes the percents of social participation by the junior men and women. In this Table participation in the clubs and special organizations tends to increase and tends to lessen under dance columns rated often and habitually. It is probable that the exceptions to the latter trend, namely, an increase of 6% attendance of junior women often at the mixers and an increase of 8% habitually at the class dances, are due to "steady dating" and regular participation.

The juniors show an increasing student interest in such activities as: Hikes, Skiing, Roller Skating (men), Ice Skating (men), Sleigh Rides, Choir, Maskers-Jesters, S. G. A. Organization, A. W. S. (women), Kaags (men), Home Economics Club (women), Dance Club (women), Do-Si-Do (women), Sigma Tau Alpha (women), A. C. E. (women), and Softball (men).

The junior women win the prize for being the collegiate "tea goers." They have the highest per cent of participation in any column of either sex or class across Table III under Teas.

In other activities, nevertheless, the greatest junior per cents in participation are often in the seldom or sometimes column. This might mean that juniors are either too busy to be habitual goers or that they are finding, as some reported orally, that their needs are not being satisfied completely in any one group. Several reported a lack of organization in the group with which they were affiliated.

TABLE VI

Per Cent of Participation in Social Activities

<u>Activity</u>	Junior Men					Junior Women				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
S. G. A. Mixers	14	20	40	20	6	14	14	20	33	19
Class Dances	17	20	27	30	6	20	6	20	36	18
Campus Club Parties	40	10	30	20	6	36	30	18	16	0
Hikes	46	18	26	10	0	53	20	10	17	0
Skiing	60	6	14	14	6	60	19	7	7	7
Roller Skating	56	18	14	6	6	57	17	20	3	3
Ice Skating	53	17	16	14	0	74	6	14	6	0
Sleigh Rides	56	17	17	10	0	69	17	14	0	0
Bridge Club	88	6	3	3	0	82	6	6	6	0
Teas	58	36	3	3	0	14	17	66	3	0
Band	88	3	3	3	3	85	3	3	3	6
Chorus	91	0	0	3	6	78	6	6	0	10
Choir	85	3	3	3	6	71	3	3	6	17
Orchestra	97	0	0	3	0	87	0	10	3	0
Maskers-Jesters	72	16	3	3	6	88	0	6	0	6
S. G. A. Organiz	56	18	14	6	6	61	3	20	10	6
A. W. S.	100	0	0	0	0	55	3	30	6	6
Off-Campus Women	100	0	0	0	0	91	0	3	6	0
Kaags	80	0	14	3	3	100	0	0	0	0
Kappa Pi	100	0	0	0	0	97	0	3	0	0

TABLE VI (Cont'd)

Per Cent of Participation in Social Activities

<u>Activity</u>	Junior Men					Junior Women				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
Home Ec Club	100	0	0	0	0	63	0	17	14	6
Herodoteans	97	0	0	0	3	91	0	3	3	3
Whitbeck Club	91	0	3	0	6	94	0	6	0	0
Women's Recre Assoc	100	0	0	0	0	71	6	17	3	3
Dance Club	100	0	0	0	0	88	3	3	3	3
Do-Si-Do	94	3	3	0	0	71	10	3	6	0
Crimson W	90	0	0	0	10	100	0	0	0	0
Sigma Mu Epsilon	91	0	3	0	6	91	0	3	3	3
Chem Club	94	0	3	0	3	97	0	3	0	0
Sigma Tau Alpha	81	3	10	3	3	77	0	10	3	10
A. C. E.	97	0	0	0	3	58	6	17	6	14
I. K.'s	77	0	6	3	14	100	0	0	0	0
Kappa Delta Pi	97	0	0	0	3	91	0	0	3	6
Campus Crier	86	10	3	0	1	84	0	10	3	3
Hyakem	97	0	0	3	0	94	3	3	0	0
Free Democracy	94	0	0	3	3	97	0	0	0	3
The Dames Club	100	0	0	0	0	97	0	0	0	3
W. A. A.	100	0	0	0	0	94	0	0	0	6
Football	100	0	0	0	0	100	0	0	0	0
Basketball	85	0	6	6	3	83	0	17	0	0
Softball	77	0	3	20	0	86	0	14	0	0

TABLE VI (cont'd)

Per Cent of Participation in Social Activities

Activity	Junior Men					Junior Women				
	N	Se	So	O	H	N	Se	So	O	H
Track	87	0	0	3	10	94	0	3	3	0
Intra-Mural	97	0	0	0	3	100	0	0	0	0
Pep Club	100	0	0	0	0	100	0	0	0	0
Spurs	100	0	0	0	0	100	0	0	0	0
Religious Organiz	97	0	0	0	3	87	0	0	0	13
F. T. A.	97	0	0	0	3	87	0	0	0	13
Tennis	95	0	0	0	5	100	0	0	0	0
Plays	100	0	0	0	0	100	0	0	0	0

Last but not least, in the tables of participation, is Table VII, page 45, or Per Cent of Participation in Social Activities by the Senior Men and Women. The dancing picture fades a little more: only 12% of the senior men, and 11% of the senior women are habitual in attendance at the S. G. A. Mixers; only 10% of the senior men and 4% of the senior women are habitual in attendance at the Class Dances.

For the first time in any class table, one other activity vies with dancing for a top ranking place: in the men's participation Campus Club Parties move up to second place and Class Dances down to third; on the women's side, attendance at teas (So 54%) tops all the rest and runs a close second to the junior women's records (So 66%) Table III.

To sum it up, the participation picture at Central presents the following: (1) S. G. A. Mixers and Class Dances have the greatest amounts of participation in all classes and sexes across the table (III) with the exceptions listed in the senior class, (2) that no clubs listed seem to include the freshmen and sophomores, (3) that the teas which are poorly attended by the masses, evoke such comments as these from those who have gone--"Too formal and stiff an atmosphere at teas," and "No need for such long boring receiving lines!"; (4) that there is a very high percentage of student non-participation throughout the classes--a factor which points up the students' suggestions for "more non-dancing, smaller group functions" as suggestion number one on Table VIII, page 49.

TABLE VII

Per Cent of Participation in Social Activities

Activity	Senior Men					Senior Women				
	N	Se	So	O	H	N	Se	So	O	H
S. G. A. Mixers	30	23	23	12	12	24	27	8	30	11
Class Dances	46	9	19	16	10	33	6	24	33	4
Campus Club Parties	45	19	23	13	0	30	33	27	6	4
Hikes	62	14	9	13	2	45	27	8	14	6
Skiing	58	13	13	9	7	59	2	19	14	6
Roller Skating	58	22	13	3	4	45	27	20	6	2
Ice Skating	55	16	25	4	0	53	19	14	6	8
Sleigh Rides	74	13	13	2	0	59	16	14	8	3
Bridge Club	83	4	9	4	0	72	0	14	6	8
Teas	54	25	19	2	0	21	6	54	11	8
Band	80	2	7	2	9	70	0	16	6	8
Chorus	89	0	7	2	2	72	0	11	2	15
Choir	87	2	0	9	2	70	0	8	8	14
Orchestra	94	0	0	2	4	72	2	11	8	7
Maskers-Jesters	93	0	0	7	0	80	0	8	6	6
S. G. A. Organiz	61	13	4	9	13	49	0	27	14	10
A. W. S.	100	0	0	0	0	80	2	11	0	7
Off-Campus Women	100	0	0	0	0	65	2	14	11	8
Kaags	87	4	2	0	7	100	0	0	0	0
Kappa Pi	96	0	0	0	4	84	0	14	2	0

TABLE VII (cont'd)

Per Cent of Participation in Social Activities

<u>Activity</u>	<u>Senior Men</u>					<u>Senior Women</u>				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
Home Ec Club	100	0	0	0	0	80	0	7	2	11
Herodoteans	91	0	0	2	7	90	2	0	4	4
Whitbeck Club	85	2	0	4	9	87	0	7	8	8
Women's Recre Assoc	100	0	0	0	0	71	7	8	7	7
Dance Club	100	0	0	0	0	83	0	2	8	7
Do-Si-Do	90	4	2	2	2	88	0	8	2	2
Sigma Mu Epsilon	100	0	0	0	0	71	0	7	7	15
Chem Club	96	2	2	0	0	100	0	0	0	0
Sigma Tau Alpha	100	0	0	0	0	88	0	2	7	3
A. C. E.	96	2	0	0	2	66	2	7	11	14
I. K.'s	91	0	0	0	9	100	0	0	0	0
Kappa Delta Pi	91	0	0	2	7	66	0	11	4	19
Campus Crier	86	7	0	0	7	96	2	2	0	0
Hyakem	91	2	0	0	7	96	0	4	0	0
Free Democracy	89	7	0	2	2	81	0	0	11	8
The Dames Club	100	0	0	0	0	90	0	4	4	2
W. A. A.	100	0	0	0	0	98	0	0	2	0
Football	75	4	9	0	12	100	0	0	0	0
Basketball	63	4	12	12	9	100	0	0	0	0
Softball	55	12	13	7	13	100	0	0	0	0

TABLE VII (cont'd)

Per Cent of Participation in Social Activities

<u>Activity</u>	Senior Men					Senior Women				
	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>	<u>N</u>	<u>Se</u>	<u>So</u>	<u>O</u>	<u>H</u>
Track	74	4	7	13	2	98	0	0	2	0
Intra-Mural	93	0	0	0	7	100	0	0	0	0
Pep Club	100	0	0	0	0	100	0	0	0	0
Spurs	100	0	0	0	0	100	0	0	0	0
Religious organiz	96	0	0	4	0	95	0	0	0	5
F. T. A.	96	0	2	2	0	96	0	0	0	4
Tennis	96	0	0	0	4	92	0	0	4	4
Plays	100	0	0	0	0	100	0	0	0	0
Crimson W	85	0	2	0	13	100	0	0	0	0

For the compilation of data for Table VIII, page 49, Additional Activities Suggested by the Students of C. W. C. E., the students have been asked to designate all additional activities which they have wished to see on the social calendar. Table VIII lists the suggested activities in order of their frequencies of mention. The tabulations range from ninety to one and cover twenty-eight suggested activities. Though the tabulations at the end of the table are few, it does not follow that these suggestions should be disregarded. Since it is not feasible, however, to include all of them in the "social equipment" at C. W. C. E. this report deals with those which have been suggested by the greatest number of students.

First in importance, with the highest tabulations (90), are the non-dancing smaller group activities. Three out of every ten students have voiced their protest here against the campus emphasis on dancing. They wish to enjoy smaller group activities such as: "student-faculty panels," "student-faculty coffee hours," "simultaneous firesides in all halls" (half of each chosen group rotating, half staying), "small group picnics in the park," and "regularly scheduled hikes."

Approximately one out of every six students has listed "college swimming nights at the 'Y'," as second place in value to student needs. "A college night in each week could be reserved at the 'Y', and student groups could rotate on the swimming calendar."

Ellensburg is a Rodeo city and one out of every ten students has come to college with the nostalgic dream of riding a horse. Thirty-two

TABLE VIII

Additional Activities Suggested by the Students of C. W. C. E.
Enumerated According to Total Class Frequency Tabulations

<u>Activities</u>	<u>Frequencies</u>
1. More non-dancing small group activities	90
2. All College swimming nights at the "Y"	49
3. Riding Club	32
4. Barn dances, sleigh rides, and hay rides	31
5. Regularly scheduled bridge nights	31
6. Student-produced musicals and plays	31
7. Student-talent assembly committee	24
8. Hobby hours in the evenings	24
9. Bowling	23
10. Campus Club Tournaments in cards and stunts	23
11. Regularly scheduled hikes	18
12. Small group skating parties	18
13. Wrestling	18
14. Annual college picnic off the campus	15
15. Monthly radio broadcasts	14
16. Graduate student organization	13
17. Open houses in the men's halls for women	12
18. Boxing	10
19. Song fests assemblies, prizes for best groups	9
20. Competitive tennis among the dorms	9

TABLE VIII (cont'd)

Additional Activities Suggested by the Students of C. W. C. E.
 Enumerated According to Total Class Frequency Tabulations

<u>Activities</u>	<u>Frequencies</u>
21. Hymn jamborees each Sunday evening	8
22. Etiquette handbook published by C. W. C. E.	5
23. Centralized social equipment	5
24. Card stunts for football games	5
25. Women's Rifle Team	4
26. Debates, panels, etc.	2
27. Bicycle tours	2
28. Field games	1

of the students have suggested the "renting of horses by the college" or the "renting of a place where those who have their own horses might keep them."

Suggestions such as those which are listed under number four in Table VIII, namely, typical "barn dances in rented barns, sleigh rides and hay rides (rotating the groups)," illustrate the fact that there is more to the social calendar than merely scheduling an event. There is social drama to be staged in its appropriate setting for the sheer enjoyment of the participants.

Ten percent of the students have designated a desire for "regularly scheduled bridge nights." This is an indication of their looking to social skills that they may use in community life after graduation and is an inexpensive inclusion for any college social calendar.

As the tabulations decrease from thirty to one for the remaining activities, it becomes apparent that the variety on the social program for C. W. C. E. is apparently satisfactory for the greater number of students. It follows, if the variety is satisfactory, why then the high percentage of non-participation? One student answers it in this way:

For one thing, I believe that the problems of many of these people are more deep-seated than just a matter of feeling that the social program is adequate. I think that before many people on our campus can enjoy a normal social life, they need personal, professional guidance and counseling, for they aren't happy in participating in the simplest most common forms of social life--bull sessions and just out and out good relationships with their peers. They need to overcome some of their fears, uncertainties and false conceptions about themselves so that they can make an adjustment to happy living before they can concentrate on social activities.

Before going on, it might be appropriate to stop and point out the clear, careful thinking which students have exhibited in their progression through the questionnaire: (1) they have placed certain purposes behind their program, (2) they have seen the need for improvement of some of these on the campus, (3) they have designated their degrees of participation in the social program out of which has grown the fact that (4) they have sensed needs not met in the present environment and have suggested additional activities to meet these needs, finally (5) they have stated other problems "about which they would like to have someone do something."

The students' problems uncovered by the survey are shown in Table IX, page 53. They represent by and large the more important and interesting problems that come before all student governments from time to time. These just happen to be C. W. C. E.'s problems. The picture on the whole is certainly a hopeful one.

"Improvement of the mixers" has been found to be first on the student problem parade. The weekly Wednesday night no-date mixers give rise to the "stag-line" and "wall-flower" problem. These are mentioned in this order because the "stag-line" stands in front of the "wall-flowers" who sit on the dimly lighted sidelines against the cold bare walls. "The place is most unattractive to begin with; the lights are almost a minus quantity; the place is cold;" and "the records are ancient"--are remarks written in on the questionnaires by the students.

Suggestions for combatting these conditions may be found in the last chapter of this thesis.

TABLE IX

Major Social Problems Listed by the Students in Order
of the Frequency of Mention

Problems	Frequencies
1. Improvement of the mixers	82
2. Better class of movies even at a student cost	78
3. Closer faculty-student harmony	70
4. Fewer formal teas and more informal small-group coffee hours	64
5. Need for wide-spread publicity for the whole social program	63
6. Definitely higher standards for the college weekly, Campus Crier	63
7. Too few of the same students doing everything	58
8. The whole program spread too thin over a smattering of too many offerings and therefore no dynamic power in any one field.	45
9. Reorganization and efficient functioning of the Campus Club	40
10. Required courses in humanities and etiquette	32
11. Utilization of student talent every assembly	30
12. Simplification of the social-event checkout sheet by having centralization of all equipment	30
13. Getting each student's participation in the social program	20
14. Exchange firesides in all the halls at once	18
15. S. G. A. record fund for mixers	15
16. Closer ties between organizations and the whole social program	15

TABLE IX (cont'd)

Major Social Problems Listed by the Students in Order
of the Frequency of Mention

Problems	Frequencies
17. Limitations of semi-formals to three a year, no corsages; one strictly nice formal a year with corsages and all	14
18. Give the weekly dances a "dress-up" look with suits for the men and hose and dresses for the women	14
19. Conversational rooms in the halls where one might take friends who are not beaux	10
20. Popular girls to aid those less popular	10
21. Intra-mural equipment to check out	8
22. Better publicity for the hiking club	8
23. "School-community" programs	8
24. More family nights on the program	7
25. Student-produced musicals and plays	7
26. College buses weekends to Vantage and Swauk	7
27. A more appropriate place for smoking than just the wash rooms	7
28. Hobby hours in the evenings for crafts	7
29. Petting around the hall doors a public disgrace	7
30. Affording teachers in training more experience with those already in the field (social hours, panel discussions, etc.)	7
31. Lessening freshman restrictions when girls have made their grades	7
32. The breakdown of superiority complexes in some organizations	7

TABLE IX (cont'd)

Major Social Problems Listed by the Students in Order
of the Frequency of Mention

Problems	Frequencies
33. Private lounges in the halls for dates	7
34. Skiing instructions for beginners	6
35. Enforcement of quiet hours in the halls or the doing away with them	6
36. Student-owned bookstore	5
37. Definite publication of social purposes	5
38. More work with upperclassmen before they counsel underclassmen	5
39. Enlargement of all social facilities as soon as possible	5
40. Improper use of the library for visiting	4
41. A more functioning philosophy of life from "profs" down	4
42. Beer bottles kept off the campus lawns	3
43. Candlelight dinners to slow the fast eaters down	3
44. A movie scheduled every time there is a dance	3
45. Weekend dances free for all students	3
46. Establishment of a refined date bureau	2
47. Uniformity in punishments for certain misdemeanors	1

Number two on the problem parade, "Bettering the class of movies even at a student cost" has been recognized as urgent by seventy-eight of the students taking part in the poll. Because C. W. C. E. is so close to the downtown theatre the college has been considered a competitor if billing recent films. The class of movies shown is, therefore, limited and admittedly very poor. Ways and means of alleviating this problem are gradually taking shape, and better movies are in the offing. The erstwhile student comment has been, "The movies are a waste of student's time unless seen from the balcony where one makes his own movies."

One out of every four students has placed "Closer student-faculty harmony" high on the major problem parade. Graduates overwhelmingly have placed this problem first. Master's degree students have voiced the unanimous opinion that, "The guidance service for Masters Degree candidates is seriously inadequate." Alonzo Myers found the student-faculty relationships to be a great concern to those who met with him in the private, faculty-barred student problem discussion. Members of the campus chapter of Kappa Delta Pi spent one evening in discussing it with members of the faculty and heads of departments. The conclusion that night was that perhaps neither students nor faculty had tried hard enough to establish a cordial, intimate, and continuous relationship.

As stated before, this survey is only the students' point of view and such impressions as these in working with the faculty cannot be overlooked. To illustrate: one informant has written that "The

faculty when asked to exchange dances give such replies as--'We are avoiding jitterbugs' or 'We don't exchange dances with students'; another has said, "I received all A's on my test papers and reports and then received a B in the course. The 'prof' when asked to explain it replied: 'If a friend of long standing had not been in the class, you would have received the A. I only give one. Come back next quarter, and I'll see that you get it'"; another has said, "A member of the faculty will be friendly today. Tomorrow you'll meet him down town, and he won't speak;" some have replied, "We feel when we tell the faculty our troubles they are not kept confidential;" another, "Do the faculty know the 'hello and smile' tradition?" Many have said that the lack of such relationships "is resulting in a serious situation and something must be done about it." It would seem on the whole, that the students consider faculty members have become too aloof, too interested in their own subjects and not so much interested in students. As one student put it, "They have been like chefs with delectable dishes--not so interested in the tasters but in their praise of the dishes."

A great deal of space is devoted in the final chapter of this thesis to the many ingenious devices now used by outstanding colleges for strengthening faculty-student relationships.

The fourth problem, "Fewer formal teas and more informal small-group coffee hours," is just another way of expressing the students' urgency in wanting: (1) to do something about student-faculty

relationships, (2) to meet more of the opposite sex socially, and (3) to alleviate the strain of formality.

"Need for wide-spread publicity for the whole social program" ranks fifth. A good deal of the non-participation on the campus has been found to be due to the lack of adequate and widespread publicity. Students have said, "We didn't know there was a hiking club," etc.

The sixth problem, "The need for definitely higher standards for the college weekly, Campus Crier, has evoked such student comment as:

There are too few students with ability who are interested
in working on the paper.
Not a "cinch" activity
No editorial arousing college "pep" and consideration of
college aims and purposes
Not worth reading
So much of value that could be printed is left out for
"high school" jokes!
Not as good as our high school paper
Should take a lesson from "big college" papers

The next problem, seventh on the frequency list, deserves a lot of attention, for "Too few students doing everything" has resulted in non-participation on the part of those who would like to have a chance to lead but cannot get in.

Forty-five students have hit the present social program "below the belt" so to speak in problem eight. They go so far as to say that, "The whole program is spread too thin over a smattering of too many offerings and, therefore, lacks dynamic power in any one field." Some have reported

There is too much to go to already.
I haven't found a well organized group yet.
There is no one well organized activity on the campus.

The next problem strikes at the chief sore spot in number eight, namely, the Campus Club. Ninth on the problem parade is, "Reorganization and efficient functioning of the Campus Club." Unfortunately, student participation and administration of non-dance affairs in the Campus Club "has fallen through" this year. Various attempts have been made to draw the crowd, but lack of sufficient publicity has caused a failure each time.

Thirty-two student tabulations follow number ten on the problem parade, "Required courses in humanities and etiquette." It is gratifying to note that one out of every ten of the students in the poll has shown a predilection for having "his best manners showing." In other words, he wishes to put himself across in socially approved ways.

Next ranking order is the problem of overcoming indifference and of getting student attendance at assemblies. Here thirty students express a desire for "student talent on every assembly program." The recognition of the fact that students want to help plan assemblies and to participate in them is the first step toward improvement in this problem.

Twelfth on the parade is "The simplification of the social check out sheet. The long, detailed, red-tape form now used for the scheduling of all social events is nicknamed "The Headache Sheet." "Too much time is wasted in going too many places to wait too many hours for too many people to sign for too many things," is the opinion of the social commissioners who have taken the sheet around. They

state that the trouble all lies in there being no centralization of social equipment. This is another factor which leads to students losing their interest in social affairs and going off-campus "where they don't have to run around because someone wants them to."

Lack of space and time makes it impossible for this study to discuss all the problems which have been mentioned in Table IX. It has called attention only to the principal problems with the heaviest frequency tabulations. Helpful suggestions for their solutions follow in the chapter entitled Recommendations, page 65.

Conclusions or Summary of the Study

In the preceding pages a survey of C. W. C. E.'s campus activities has been presented. It has been comprehensible in that it has lead the students through a planned pattern of thinking: (1) to see the purposes which lie behind the social program, (2) to evaluate how well these purposes have been accomplished on their campus, (3) to list their per cents of participation in the program, (4) to point up additional activities desired on the program, and (5) to think upon their problems and their own ideas for the solutions of them.

The survey has been serious in that it has been taken as a responsible adventure by the three hundred and three who participated in the poll.

The survey has been informative insofar as its limitations have been kept in mind and the overlapping threads of careful student thought have linked the high ranking points of one section of the

questionnaire with those of another.

Comprehensibility, seriousness, and information—these three elements—make up the sum and substance of the study's most important summarizations:

1. The highest ranking per cent under social program purposes for essential is that of, "Helping students with campus amenities" (61%). It ranks among the top seven for improvement on the campus. It is problem ten on the problem parade. It is the one issue for which an outstanding student has taken the time to write a detailed solution (page 51) as well as being the issue mentioned in the student's letter of living conditions in the men's halls (page 14). It has been voiced in the students' desire for required courses in the humanities and etiquette, and parallels the students' desires to be at ease with members of the faculty and with members of their own groups. It is just one of those strong, bright threads woven in the tapestry of the social program.

2. "Establishing a friendly atmosphere in classes as well as in social groups," is ranked by all but one per cent of the students as being essential, very essential, or exceedingly so. This important thread has been woven into all the sections of student thought on the questionnaire. It is tied with their wanting better student-faculty relationships, with their problem of wanting the mixers to be truly mixers, with the need for equality of opportunity for all and the abolishment of too few students doing everything. It goes hand in

glove with their problems of combating cliques and snobbery and of getting everyone into the "social swim."

3. Another high ranking purpose is "Training the students to know there is no moral growth without the assumption of responsibility." It lies behind the high rate of non-participation in organizations as brought out by this remark of the S. G. A. president:

We are in need of those students who wish to take on the responsibilities that make a social program effective--students who will 'do the doing' merely for the enjoyment that comes with the pride of having done a thing well. As it is every student wants pay for what he does. We also need faculty who, when a thing has been done well, will pat those on the back who did it. None of us ever grows too old to enjoy encouragement and appreciation.

4. The problem of student-faculty relationships has paralleled the high line throughout the tables of the gathered data. It has dove tailed with the separate findings of Alonzo Myers in his discussion with the students about their problems. It has borne out the findings of an evening's discussion with students and faculty of the campus chapter of Kappa Delta Pi. It has been voiced by the graduates when they have said, "Faculty guidance is seriously inadequate."

5. Dancing has had a significance on the social calendar and budget all out of proportion to the number of students whose needs it has not supplied.

6. The women have been much more active in "tea going" than the men of the campus. However, the percentage of attendance of both sexes at teas has been so poor that it has caused such student remarks as,

"Too many long, boring receiving lines; too formal an atmosphere; too uncomfortable for enjoyment." Students voicing these objections have also voiced solutions, "Why not have more informal small group coffee hours and student-faculty panels?"

7. Graduates have been that something new added to the campus and have asked for better planning of the Master of Education curriculum and guidance.

8. Clubs, though existing in a great variety, seem to have failed to meet the needs of freshmen and sophomores. They apparently lend no solidarity to the social whole. Many of them have been reported to be "not very active" or "to have too few running everything they do." The acquainting of students with the various clubs on the campus (their purposes, activities, how to get into them, etc.) has evidently not been considered very important after Freshman Week.

9. There has been a strong student demand for adequate publicity for the whole social program, for a better type weekly, a better annual, and a better class of movies.

These and other observations brought out by the study seem to prove that as the students have progressed through their personal interviews on the questionnaire they have become more and more interested in contributing something constructively worthwhile for the improvement of the activity program for ensuing years. Clear thinking on the part of students at C. W. C. E. should be increasingly encouraged. Their requests for additional activities and faculty assistance have not been

excessive. In many instances a small amount of wise guidance on the human frontiers of student organization and participation would be all that is needed. The data highlights the areas in which interested organizations or individuals might serve to enrich the lives of C. W. C. E.'s young people.

IV

RECOMMENDATIONS

Student Participation in College Government, not Self-Government

If C. W. C. E. can put psychology and philosophy into her social program she will succeed, for psychology is that temptress who not only gets all to participate but gets them to like it too, and philosophy is the one science

...large and presumptuous enough to draw the charts and read the compass for the total human voyage⁷

...a voyage in the democratic philosophy of students learning by doing, but with wise, continuous faculty guidance.

In a broad sense, since students at C. W. C. E. realize the fact that there is no close student-faculty harmony, it would seem in the real democratic freedom accorded them in their form of government that a line of demarcation has come to exist between the faculty and the students. The student officers have learned this year that C. W. C. E. ranks highest in twenty-two northwest universities and colleges in freedom afforded the students for self-government. This sounds wonderful at first, but when analyzed in regard to today's situation at C. W. C. E. it proves detrimental in that faculty members

7. "The Social Scientist as Philosopher and King," The Philosophical Review, July, 1949, Ithaca, N. Y.: Cornell University Press, p. 357

have withdrawn and are too aloof, and very few students run everything. In other words, self-government has resulted in a very small minority of students holding all the offices and dictating for the good of themselves or as benevolent despots for the good of their subjects. This student freedom could develop into a plan so exquisitely perfect as to be always exercised by a few politically skillful enough to be smugly dictatorial. The time has come for a new human relations frontier at C. W. C. E. in which faculty and students take a part--a form of student participation in government, but not self-government.

Guidance in the delicate and fine art of learning democratic living through practice is still necessary in college. It is a faculty responsibility.

To learn how to think, to feel, and to act as a democratic citizen is considerably more difficult than is the mastery of any subject matter captured in type and bound in a book. If there is any earnest desire on the part of a college that democracy as a way of life shall persist and develop, there is the responsibility of providing for every student a real opportunity for and the necessary guidance in democratic living. The college devoted to democratic ideals cannot shirk this responsibility.⁸

It seems fitting on the basis of the findings of the survey to state that the students of C. W. C. E. are seeking faculty guidance in exploring their own responsibilities for the common good--for the freedom that comes with the realization of democratic ideals in everyday living. Hence a definite policy for student participation

8. Hand, op. cit., p. xiii

in college government, not self-government, is demanded. If there is to be real student participation in government, the whole body of students, not just a few elected leaders, must be actively concerned. A carefully organized educational program dealing with the purposes and advantages of student participation in government would undoubtedly be of great help. Student interest could be increased a great deal through the better utilization of assemblies.

Furthermore, it should be remembered that one of the best ways to encourage student interest and opinion is to give credit to those who originate, organize, and carry out projects of any kind. Give credit where credit is due.⁹

Ways of Cementing Student-Faculty Relationships

In the governing of the college campus, in the social life on the campus, and in controlling the conduct on the campus, there should be strong student-faculty relationships--relationships of a cordial, intimate, and continuous nature--relationships to be striven for especially by the students themselves.

Many types of student-faculty groups are functioning on college campuses everywhere. Some of the outstanding ones are mentioned here for recommendations at C. W. C. E.

1. A Student Guidance Committee. The orientation and guidance of new students throughout the school year constitutes a vitally important task to be undertaken by student-faculty groups. Freshmen Week is not enough for such an arduous task. This committee should

9. Ibid., p. 98

see that all new students are feted at small faculty-student get-togethers and given interested upperclassmen for Big Brothers or Sisters. Such a committee might also sponsor an accredited course in counseling for upperclassmen who wish to counsel underclassmen.

2. Campus Improvement Board. Under such a functioning body as this C. W. C. E. could improve such conditions as: the small entrance to the Post Office, the unorganized and inefficient use of the Campus Club. Organizations could bill it for visitors' nights and have small masquerades, card tournaments, stunt nights, student-faculty musicals, etc. Such a board might also have charge of the centralization of social equipment and the scheduling of one certain person to check it out. Its duties might also cover the placement of a lighted social program board in front of the Ad Building so that all might know the weekly social agenda.

3. Community Resources Committee. Groups of interested students and faculty might strive to enrich the social life of the college by tapping all available community resources such as: getting horses for hire by the students; renting barns for barn dances; rotating groups for regularly scheduled sleigh or hay rides; scheduling one night a week at the "Y" for college swimming; renting the bowling alleys once a week for the students who sign up; and arranging buses to Swauk and Vantage at seasonable times.

4. Assembly Committee. Students and faculty together can heighten student interest in assemblies by including student talent on

each program, plus the appearance of the student body officers on the stage.

*5. Activity Commission. All new students when registering could fill out an Interest Card concerning the activities they wish to enter. These cards could then be filed with the commission whose members contact the organizations in which the new students are interested; the organizations would then make personal calls or issue written invitations to those interested students to visit or join the club or activity in question. For those students desirous of engaging in new types of enterprises, the commission could establish additional activities whenever possible and assist the new groups in selecting sympathetic and able faculty sponsors.

It should be the duty of the commission also to help inactive organizations "to get going" or to dissolve them.

It should appraise the social program from time to time as to its adequacy in providing for student interests.

It should assist club leaders in modifying the nature of the activities undertaken under their sponsorship.

Lastly, it should sponsor a course in campus etiquette for those wishing to take it, and one in guidance for the elected officers that they may acquire the abilities requisite for guiding their fellows in the art of self-government.

*The study's chief recommendation for maximum participation in that activity program.

Their one objective should be to get everyone into the "social swim" or know the reason why. Their membership should be composed of elected representatives of all the existing campus activities plus those faculty members interested in making the whole program a vital success.

6. Student-Faculty Intramural Teams. These groups speak for themselves and greatly enrich the relationship of students and faculty.

7. A Student-Faculty Forum. A popular court where students, faculty, and alumni face and solve student problems (panel discussions, visiting speakers, etc.)

8. Publications Improvement Board. Something should be done about the caliber of the weekly, Campus Crier, and the annual, Hyakem, at C. W. C. E. Small groups of interested students and faculty could accomplish a lot here.

9. Religious Life Improvement Committee. The absence of religion on the campus is real and an indication of an immeasurable loss. Students and faculty could revive it in such forms as Hymn fests in the halls or college auditorium Sunday evenings. Student speakers have voiced their interest in wanting to participate--or the college might schedule Sunday Vesper Hours of organ music.

10. Curriculum Revision Committee. This is one field in which graduates might well find a place for themselves in working with faculty groups on some one or more of the numerous aspects of curriculum development:

The introduction of new courses to meet new needs and the revising of long-established courses to keep them in harmony with student needs constitutes a very knotty problem, indeed. By its very nature, this task would seem to make imperative the close and continuous cooperation of students and faculty; only those who mistakenly regard the student as so much passive raw material to be manipulated by the instructor could possibly quarrel with this view.¹⁰

11. Mixer Committee. Many and ingenious are the devices this committee might employ to combat the "stag-line," "Wall-flower" problem. The following are student suggestions:

- a. the mix-up plan whereby energetic upperclass men and women introduce men to women and start them dancing.
- b. the lottery plan where the men draw a girl's number until all are dancing.
- c. square dances with a lively M. C.
- d. circle dances with the girls in the center circle and boys in the outer one.
- e. girls "cut-in" dances
- f. the plan in which no man is allowed on the floor who is not dancing until all the women are taken--then the stag line can form and cutting in be permitted
- g. exchange dances in all the halls at once, half the group staying, the other half rotating

12. Social Equipment Committee. The centralization of social equipment is perhaps one of the most important issues in facilitating maximum student responsibility for social events. With the centralization of social equipment and a paid person on duty to check it out, the following registration of social events would simplify the "Headache Sheet" now used:

10. Ibid., p. 104

REGISTRATION OF EVENTS*

Date_____

Date Requested _____

Organization _____ Purpose of Event _____

Type of Event _____

Place _____ Time _____

Guests _____

Faculty Sponsors or Chaperones _____

General Chairman _____

Decoration Clean-up Arrangements _____

FACILITIES REQUEST: Time Scheduled

Auditorium _____

Gymnasium _____

Kitchen _____

Social Room _____

Miscellaneous _____

Approved _____ Dean of Women

*adopted from the form used at the University of Idaho, Pocatello, Idaho

Summary

These conclude the recommendations of the survey. To sum it all up—a well-rounded social program will have: (1) definitely stated purposes, (2) periodic check-ups on the accomplishment of these purposes, (3) as far as possible, maximum participation in the program, (4) flexibility enough to expand with changing needs, and (5) a direct method of facing and solving student problems—all of which will be backed by a subtle, wise, guidance-minded faculty.

A college education that is confined to experiences with books, test tubes, listening to lectures, and the like, is indeed barren in the view of what it could be if students and instructors were to plan, work and adventure together in an informal and sympathetic manner. Whether or not the immediate projects thus engaged in achieve all of their avowed objectives is relatively unimportant. It is the residuum from impacts with great minds and wholesome personalities that constitutes the essence of a college education.¹¹

Finally, the study has time and again made it clear that campus activities constitute a fundamentally important part of the college curriculum. Only with the mentioned adequate student support in combination with wise and sympathetic faculty guidance can the activities around which this project has been centered be made maximally productive of the learnings which they should afford—learnings which help C. W. C. E. youth to create a culture productive of the good life which spells democracy.

11. Ibid., p. 105

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APPENDIX I

Social Program Questionnaire

Date _____
 Male _____
 Female _____
 Class _____

Dear Student:

Before C.W.C.E. makes any changes in its social program, the administration, faculty, and student governing groups need to know what you as a student think are your special needs and interests which are not now being met in the activities scheduled at present.

We would like to have you tell us your problems - big ones or small ones - so that we may use them as a guide in social developments here.

We hope to make your social experiences richer. All answers are strictly confidential.

I. Please evaluate the following purposes of the social program in regards to their importance to you. Place an X in the column of importance and draw a line under it (X) if you think it is a purpose in which there is a need for improvement on our campus. Place a double line under it (X) if you think the need for improvement is very great.

PURPOSES	un- essential	not very essential	essential	very essential	exceeding- ly essen
1. To guide the student in group living by getting him to develop and express his initiative in terms of the common good.					
2. To train the student as a leader.					
3. To train the student as a follower.					
4. To have the student want to be intelligently obedient to authority.					

Social Program Questionnaire (cont'd)

PURPOSES	un- essential	NOT very essential	essen- tial	very essential	exceedin- ly essen
5. To teach the student there is no moral growth without the intelligent assumption of responsibilities.					
6. To assist the student in becoming conversationally at ease with members of the faculty.					
7. To assist the student in becoming conversationally at ease with members of his own group.					
8. To assure the student's proper guidance in knowing the right forms of introductions.					
9. To center student social life on the campus by making it unnecessary to go to roadhouses, night clubs, etc.					
10. To equalize social opportunities on the campus by cutting down costs.					
11. To combat cliques and snobbery in the "social swim".					
12. To democratize social life by breaking down racial and religious prejudice.					
13. To help new students get acquainted and to feel at home.					
14. To help all students with the social amenities of the campus at: dances, teas, card parties, movies, etc.					

Social Program Questionnaire (cont'd)

PURPOSES	U	N	E	V	X
15. To bring classmen of all levels together.					
16. To bring off-campus students into the social life of the campus.					
17. To encourage graduate students to enter into the social life of the campus more freely.					
18. To enable students to make a wholesome adjustment to the opposite sex.					
19. To enable more men to meet more women and vice versa.					
20. To establish a friendly atmosphere in classes and on the campus.					
21. To facilitate the maximum possible equality of opportunity for every student in every group.					

II. Please check with an X the following activities in which you are now participating. Put an X under the degree in which you are participating, and an X under committee membership. State office held, if you are an office

Participation

Activity	Committee Member	Office Held	Never	Seldom	Some-times	Often	Habit-ually
S. G. A. Mixers							
Class Dances							
Campus Club Parties							

Social Program Questionnaire (cont'd)

Participation

Activity	Committee Mbr	Office Held	N	Se	So	O	H
Hikes							
Skiing							
Roller Skating							
Ice Skating							
Sleigh Rides							
Bridge Club							
Teas							
Band							
Chorus							
Choir							
Orchestra							
Maskers & Jesters							
S. G. A. Organization							
A. W. S.							
Off-Campus Women							
Kaags							

Social Program Questionnaire (cont'd)

Activity	Committee Mbr	Office Held	Participation				
			N	Se	So	O	H
Kappa Pi							
Home Economics Club							
Herodoteans							
Whitbeck Club							
Women Recreat. Assoc							
Dance Club							
Do-Si-Do							
Crimson W							
Sigma Mu Epsilon							
Chem Club							
Sigma Tau Alpha							
A. C. E.							
I. K.'s							
Kappa Delta Pi							
Campus Crier							

Social Program Questionnaire (cont'd)

Activity	Committee Mbr	Office Held	Participation				
			N	Se	So	O	H
Hyakem							
Free Democracy							
The Dames Club							
W. A. A.							
Football							
Basketball							
Softball							
Track							
Others:							

III. (A) Can you suggest other activities you would like to see on our social calendar?

(B) What is the one social program on our campus about which you would like to have someone do something?

(C) If you were that someone, how would you solve this problem?